

Fall 2017 Student Enrollment Report



TMU Institutional Data Series Volume 19, Number 2
December 2017

The purpose of this document is to report—broadly and to some extent in detail—the student enrollment at The Master’s University and Seminary (TMUS) for the Fall 2017 semester. Particular emphasis is given to the University’s traditional undergraduate program (TRAD), but sections are included to present enrollment characteristics for TMU’s graduate programs, online programs, Degree Completion Program (DCP), and The Master’s Seminary (TMS). The final section of the report provides a snapshot of the academic characteristics of the College’s 2017 First-Time Freshmen (FTF) cohort.

Response and feedback is welcome to suggest how the information in this report might be expanded to better serve the needs of our campuses. Please send suggestions to jmilton@masters.edu or jwalter@masters.edu.

A. Institutional Overview

The information in this report represents student enrollment at TMUS as of our official fall “census” date—October 15, 2017—unless specifically noted otherwise. For most programs this corresponds to the Fall 2017 semester. However, for the TMU Online, DCP, MABC, and MABS programs, this is labeled as their Summer 2017 semester. Below are some key summary points from the report:

- The total unduplicated student enrollment across all TMUS programs based on the Oct. 15 census date remained the same at 1936.
- Total TMU enrollment was 1431, which is a 3% decrease from 2016.
 - 909 students were enrolled in traditional undergraduate programs in Fall 2017 which is a slight decrease from the 911 students enrolled in these programs in fall 2016. It continues a trend of decreasing traditional enrollment.
 - TMU graduate programs grew from 149 students in Fall 2016 to 163 students in Fall 2017. The MBA and MABC programs continue to grow.
 - TMU’s Online programs experienced an enrollment decline of 24 from Fall 2016. This was primarily due to declines in the non-matric and ASAP programs.
- Total TMS enrollment was 505 students which is an 10% increase compared to 2016.
 - The growth was primarily due to the introduction of a Spanish language program (MMB) which enrolled 37 students for their first cohort.

A summary of the institutional enrollment is shown on Figure A1 on the following page.

Figure A1: Total Fall 2017 Unduplicated Student Headcount by Program

| Program | Total Students | Gender | | Ethnicity | | | | | | | | | Full-Time Equivalent Students |
|--|----------------|--------------|------------|-------------------|--------------|----------------------|------------------------------|------------|------------------------|----------------------------------|-------------|-------------------|-------------------------------|
| | | Male | Female | Non-Resid't Alien | Race Unknown | Hispanic of any race | Amer. Indian / Alaska Native | Asian | Black or African Amer. | Native Hawaiian / Other Pac. Is. | White | Two or More Races | |
| Certificate and Non-degree Programs | | | | | | | | | | | | | |
| TMS Dip.Th. | 22 | 22 | 0 | 3 | | 5 | | 1 | 1 | | 11 | | 8.0 |
| TMU ASAP | 50 | 22 | 28 | | 20 | 3 | | 3 | | 1 | 21 | 1 | 16.7 |
| TMU Online Non-Matric (OLP, HSON, DPUG) | 119 | 52 | 67 | 3 | 69 | 1 | 1 | 4 | | 1 | 40 | 2 | 45.7 |
| TMU Trad/DCP Non-Matric | 0 | 0 | 0 | | | | | | | | | | 0.0 |
| Total Certificate Programs | 191 | 96 | 95 | 6 | 89 | 9 | 1 | 8 | 1 | 2 | 72 | 3 | 8.0 |
| Baccalaureate Degree Programs | | | | | | | | | | | | | |
| TMU Traditional BA/BS/BM | 909 | 457 | 452 | 34 | 38 | 101 | 1 | 44 | 18 | 2 | 607 | 64 | 899.7 |
| TMU DCP | 15 | 12 | 3 | | 4 | 2 | | 4 | 1 | | 4 | | 6.3 |
| TMU OLP BA Pgrms. | 175 | 115 | 60 | 2 | 71 | 2 | | 4 | 2 | | 86 | 8 | 95.0 |
| TMS B.Th. | 67 | 66 | 1 | 10 | | 9 | | 3 | 6 | | 38 | | 33.7 |
| Total Baccalaureate Programs | 1,166 | 650 | 516 | 46 | 113 | 114 | 1 | 55 | 27 | 2 | 735 | 72 | 1034.7 |
| Masters Degree Programs | | | | | | | | | | | | | |
| 5th-yr. Cred. | 15 | | 15 | 2 | 3 | 2 | | 1 | | | 7 | | 15.0 |
| MABC | 112 | 47 | 65 | 7 | 19 | 9 | 1 | 12 | 3 | | 60 | 1 | 44.7 |
| MABS | 15 | 13 | 2 | | 7 | | | 1 | | | 7 | | 5.0 |
| MBA | 21 | 15 | 6 | 1 | 4 | 1 | | | | | 12 | 3 | 8.3 |
| M.Div. | 289 | 288 | 1 | 36 | 4 | 26 | 1 | 43 | 16 | 3 | 152 | 8 | 164.3 |
| Th.M. | 18 | 18 | | 5 | | 1 | | | 2 | | 9 | 1 | 22.7 |
| MMB | 37 | 37 | | | | 37 | | | | | | | 12.3 |
| Total Masters Programs | 507 | 418 | 89 | 51 | 37 | 76 | 2 | 57 | 21 | 3 | 247 | 13 | 272.3 |
| Doctoral Degree Programs | | | | | | | | | | | | | |
| D.Min. | 70 | 70 | | 17 | 1 | 2 | | 4 | 2 | | 44 | | 50.7 |
| Ph.D. | 2 | 2 | | 1 | | | | 1 | | | 1 | | 0.7 |
| Total Doctoral Programs | 72 | 72 | 0 | 18 | 1 | 2 | 0 | 5 | 2 | 0 | 45 | 0 | 51.3 |
| Total Fall 2017 Student Enrollment | | | | | | | | | | | | | |
| TMU | 1431 | 733 | 698 | 49 | 235 | 121 | 3 | 73 | 24 | 4 | 844 | 79 | 1136.3 |
| TMS | 505 | 503 | 2 | 72 | 5 | 80 | 1 | 52 | 27 | 3 | 255 | 9 | 292.3 |
| Total TMUS | 1,936 | 1,236 | 700 | 121 | 240 | 201 | 4 | 125 | 51 | 7 | 1099 | 88 | 1,428.7 |

B. TMU Traditional Undergraduate Program (TRAD)

As of October 15th, there were a total of 909 students enrolled for credit in TMU traditional baccalaureate degree programs. Figure B1 summarizes this student group by class and enrollment status.

This fall's student group includes 164 first-time freshmen (FTF) students which is the cohort of individuals traditionally used by the Federal government as the basis for calculating student retention and graduate rates. As can be seen in Figure B1, nine of the FTF students are not in fact still freshmen. This is a consequence of these students taking enough advanced placement and dual enrollment courses during high school to have at least 30 (or 60) semester units of transfer credit to be classified as sophomores.

| Figure B1: Traditional Undergraduate Programs Enrollment by Class | | | | | | |
|--|------------|------------|------------|------------|------------|------------|
| | Non-Matric | Freshman | Sophomore | Junior | Senior | Total |
| First-Time Freshman: | | 155 | 8 | 1 | 0 | 164 |
| Transfer (i.e. non-FTF) | | 67 | 19 | 12 | 2 | 100 |
| Readmit: | | | | | | 0 |
| Continuing: | | 79 | 193 | 192 | 181 | 645 |
| IBEX-only students: | | 0 | | | | 0 |
| Total: | | 301 | 220 | 205 | 183 | 909 |

Figure B2 summarizes TMU's traditional undergraduate student population by gender. We have seen an increase in female students as a percentage of the traditional student body. Historically TMU has enrolled roughly equal numbers of male and female.

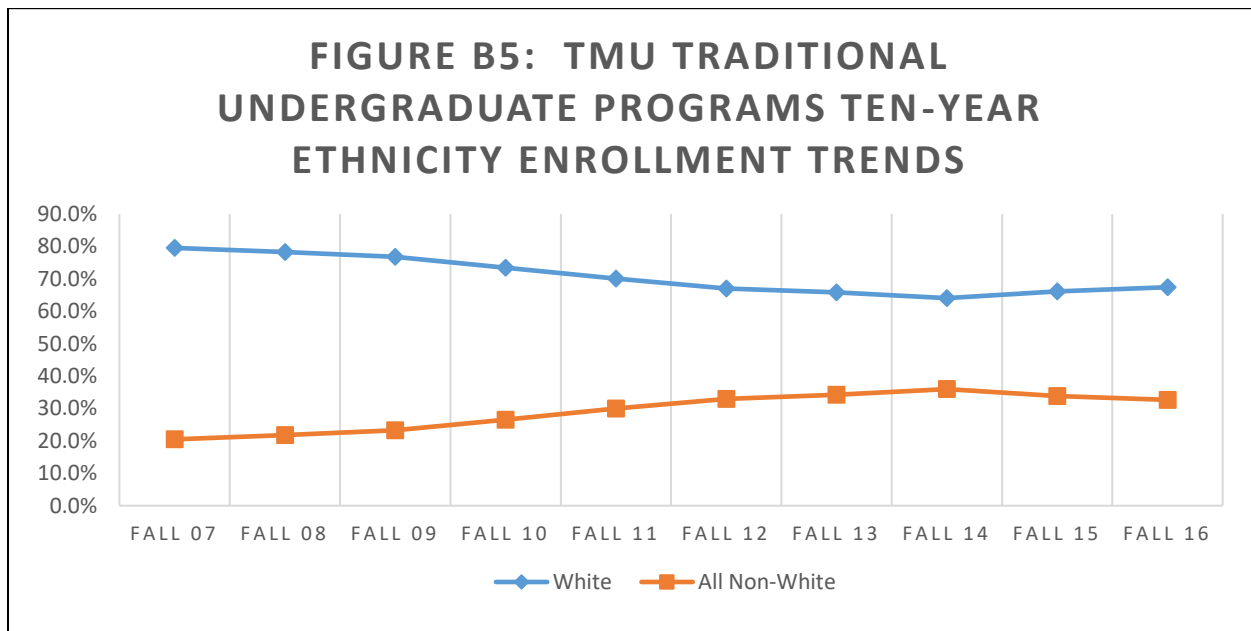
| Figure B2: Traditional Undergraduate Programs Enrollment by Gender | | | | | | |
|---|------------|----------|-----------|--------|--------|------------|
| | Non-matric | Freshman | Sophomore | Junior | Senior | Total |
| Female: | 0 | 135 | 108 | 115 | 119 | 477 |
| Male: | 0 | 114 | 111 | 113 | 94 | 432 |

The ethnic distribution of Fall 2017 TRAD students is summarized in Figure B3. The ethnic distribution of TMU TRAD students over the past ten years is presented in Figures B4 and B5 (next page). The proportion of TRAD students from non-white backgrounds has continued to increase. Over the past ten years the proportion of white students has steadily declined from 78% to 67%. The number of students identifying as two or more races has continued to grow.

| Figure B3: Traditional Undergraduate Program Enrollment by Ethnic Group | | | | | |
|--|------|---------|-------------------------------|------------|---------|
| Ethnic Group | Num. | % total | Ethnic Group | Num. | % total |
| White | 607 | 66.8% | Non-Resident Alien | 34 | 3.7% |
| Black or African American | 18 | 2.0% | Natv. Hawaiian / Pac. IsIndr. | 2 | 0.2% |
| Amer. Indian / Alaska Nat. | 1 | 0.1% | Two or More Races | 64 | 7.0% |
| Asian | 44 | 4.8% | Race / Ethnicity Unknown | 38 | 4.2% |
| Hispanic / Latino - Any Race | 101 | 11.1% | Totals: | 909 | |

Figure B4: TMU Traditional Undergraduate Programs Ten-Year Ethnicity Enrollment Trends

| | Fall 08 | Fall 09 | Fall 10 | Fall 11 | Fall 12 | Fall 13 | Fall 14 | Fall 15 | Fall 16 | Fall 17 | 10-yr. Avg.* |
|---|------------|------------|------------|--------------|------------|------------|------------|------------|------------|------------|--------------|
| Number of Students: | | | | | | | | | | | |
| White | 691 | 664 | 684 | 709 | 652 | 621 | 625 | 613 | 614 | 607 | 648 |
| All Non-White | 192 | 201 | 247 | 303 | 321 | 323 | 351 | 314 | 297 | 302 | 283 |
| Black / African-American | 19 | 17 | 26 | 29 | 28 | 24 | 20 | 26 | 22 | 18 | 23 |
| Amer. Indian / Alaska Nat. | 7 | 9 | 9 | 9 | 8 | 5 | 3 | 0 | 0 | 1 | 5 |
| Asian | 47 | 41 | 51 | 57 | 63 | 61 | 60 | 50 | 48 | 44 | 52 |
| Hispanic / Latino - Any Race | 65 | 64 | 57 | 80 | 93 | 84 | 94 | 79 | 82 | 101 | 80 |
| Non-Resident alien | 44 | 54 | 57 | 53 | 45 | 46 | 55 | 50 | 44 | 34 | 48 |
| Natv. Hawaiian / Pac. Islndr. | - | - | 4 | 5 | 5 | 7 | 7 | 6 | 4 | 2 | 5 |
| Two or More Races | - | 5 | 18 | 40 | 48 | 58 | 73 | 69 | 68 | 64 | 49 |
| Race / Ethnicity Unknown | 10 | 11 | 25 | 30 | 31 | 38 | 39 | 34 | 29 | 38 | 29 |
| Total Enrolled | 883 | 865 | 931 | 1,012 | 973 | 944 | 976 | 927 | 911 | 909 | 936 |
| Enrollment Percentages: | | | | | | | | | | | |
| White | 78.3% | 76.8% | 73.5% | 70.1% | 67.0% | 65.8% | 64.0% | 66.1% | 67.4% | 66.8% | 69.2% |
| All Non-White | 21.7% | 23.2% | 26.5% | 29.9% | 33.0% | 34.2% | 36.0% | 33.9% | 32.6% | 33.2% | 30.3% |
| Black / African-American | 2.2% | 2.0% | 2.8% | 2.9% | 2.9% | 2.5% | 2.0% | 2.8% | 2.4% | 2.0% | 2.4% |
| Amer. Indian / Alaska Nat. | 0.8% | 1.0% | 1.0% | 0.9% | 0.8% | 0.5% | 0.3% | 0.0% | 0.0% | 0.1% | 0.5% |
| Asian | 5.3% | 4.7% | 5.5% | 5.6% | 6.5% | 6.5% | 6.1% | 5.4% | 5.3% | 4.8% | 5.6% |
| Hispanic / Latino - Any Race | 7.4% | 7.4% | 6.1% | 7.9% | 9.6% | 8.9% | 9.6% | 8.5% | 9.0% | 11.1% | 8.5% |
| Non-Resident alien | 5.0% | 6.2% | 6.1% | 5.2% | 4.6% | 4.9% | 5.6% | 5.4% | 4.8% | 3.7% | 5.2% |
| Natv. Hawaiian / Pac. Islndr. | - | - | 0.4% | 0.5% | 0.5% | 0.7% | 0.7% | 0.6% | 0.4% | 0.2% | 0.5% |
| Two or More Races | - | 0.6% | 1.9% | 4.0% | 4.9% | 6.1% | 7.5% | 7.4% | 7.5% | 7.0% | 3.0% |
| Race / Ethnicity Unknown | 1.1% | 1.3% | 2.7% | 3.0% | 3.2% | 4.0% | 4.0% | 3.7% | 3.2% | 4.2% | 3.0% |
| <i>* Averages for 'Native Hawaiian / Pacific Islander' & 'Two or More Races' for 2009-2015 only</i> | | | | | | | | | | | |



As can be seen in Figure B6, the great majority of students in TMU's traditional undergraduate degree programs are in the 18 – 22 age bracket (approximately 90%). The average age of all TRAD students is 20.4 which is almost identical to the 20.2 average age of the fall 2016 TRAD student population.

| Age Range | Num. | % total | Age Range | Num. | % total |
|-----------|------|---------|---------------|------------|---------|
| < 18 | 12 | 1.3% | 23 | 35 | 3.9% |
| 18 | 158 | 17.4% | 24 | 18 | 2.0% |
| 19 | 203 | 22.3% | 25 | 12 | 1.3% |
| 20 | 207 | 22.8% | 26 -- 30 | 20 | 2.2% |
| 21 | 168 | 18.5% | > 31 | 3 | 0.3% |
| 22 | 73 | 8.0% | Totals | 909 | |

As can be seen in Figure B7, the great majority of TRAD students were enrolled on a full-time basis during the Fall 2017 semester. Figure B8 shows the calculation of Full-Time Equivalent (FTE) students in TMU's TRAD programs. It should be noted that there are two ways that are typically used to calculate student FTE, both of which are shown in Figure B8. For Federal reporting purposes, FTE is calculated based on the number of full-time students (12 units or more) plus one-third of the part-time students. Using this approach, TMU had 903 FTE TRAD Fall 2017 students. Another method that is often used to determine FTE is to take the total number of units sold during the semester, and divide by what is considered the average full-time student load of 15 units. Using this method, there were 935.7 FTE Fall 2017 TRAD students. This FTE calculation is higher than the headcount because the average TMU student actually took 15.5 units in the Fall 2017 semester.

| Number of Units | Num. | % total | PT vs. FT Students | Num. | % total |
|-----------------|------------|---------|--|------------|---------|
| 0 -- 6 | 9 | 1.0% | Part Time Student (0.5 to 11.5 units) | 14 | 1.5% |
| 7 -- 11.5 | 5 | 0.6% | | | |
| 12 -- 15 | 464 | 51.0% | Full-Time Student (12 and above units) | 895 | 98.5% |
| 15.5 -- 18 | 376 | 41.4% | | | |
| 18.5 -- 20 | 46 | 5.1% | | | |
| > 20 | 9 | 1.0% | | | |
| Totals: | 909 | | | 909 | |

| | |
|--|----------|
| Total number of for-credit units taken in the Fall 2015 Semester | 14,082.0 |
| Traditional Undergrad Headcount | 909 |
| "IPEDS" FTE, i.e. (#FT + (#PT/3)) | 900.0 |
| "Instructional Workload" FTE, i.e. (Total Units/15 Units) | 938.8 |
| Instructional Workload FTE vs. Headcount | 103.3% |
| Average unit load per enrolled traditional undergrad student | 15.5 |

Figure B9 (next page) summarizes the Fall 2017 TRAD program student enrollment by major and emphasis. This

figure also identifies when students declared a second emphasis within their same major (92 students), or a second major in a different department (65 students). A new major, Marketing Media has been added while Home Economics is being eliminated.

Figure B9: Traditional Undergraduate Programs Enrollment by Major / Emphasis

| | 1st Mjr. | 2nd emph. w/in Mjr. | 2nd Mjr. | Ttl. Mjr. & Pct | | 1st Mjr. | 2nd emph. w/in Mjr. | 2nd Mjr. | Ttl. Mjr. & Pct | |
|--------------------------------------|----------|---------------------|----------|-----------------|---|---------------------------------------|---------------------|----------|-----------------|--|
| Biblical Studies | | | | | 156 | Family & Consumer Sciences | | | | |
| Biblical Counseling | 51 | 3 | 2 | 16.1% | Biblical Counseling | | | | 0.3% | |
| Biblical Exposition | 34 | | | | Early Childhood Education | | | | | |
| Biblical Languages | 15 | 3 | 3 | | General | 3 | | | | |
| Christian Education | 4 | 1 | 1 | | History | | | | | |
| General | 22 | 9 | 1 | | General | 11 | | 2 | 1.3% | |
| Global Studies | 8 | 1 | 1 | | Kinesiology & Physical Education | | | | | |
| Theology | 11 | 1 | 1 | | General | 11 | | | 6.5% | |
| Student Ministries | 2 | | | | Pre-Phys. Therapy | 32 | 1 | 1 | | |
| Biology | | | | | Liberal Studies | | | | | |
| Cell. & Molecular | 5 | | 1 | 10.4% | General | 29 | | 1 | 7.6% | |
| Nat. Hist./ Environ. | 4 | | 1 | | Teacher Education | 43 | | 1 | | |
| General | 21 | | | | Mathematics | | | | | |
| Pre-Dentistry | 6 | | 1 | | Applied Math | 7 | | 2 | 1.8% | |
| Pre-Medicine | 50 | | 2 | | General | 4 | | | | |
| Pre-Nursing | 7 | | | | Pure Math | 0 | | | | |
| Teacher Education | 2 | 1 | 1 | | Teacher Education | 4 | | | | |
| Business Administration | | | | | 200 | Media Marketing | | | | |
| Accounting | 49 | 4 | 3 | 20.6% | Media Marketing | 21 | | 2 | 23 | |
| Finance | 27 | 14 | 1 | | Music | | | | | |
| General | 6 | 2 | | | Audio Technology (at) | 9 | | | 8.3% | |
| International Business | 7 | 1 | | | Composition (cp) | 7 | | | | |
| Management | 47 | 17 | 7 | | General (MUS) | 4 | 2 | 3 | | |
| Mgmt. Info. Systems | 1 | 2 | | | Perf - Instrumental (af, vi) | 9 | | | | |
| Marketing | 36 | 3 | 5 | | Perf - Piano (app) | 7 | | | | |
| Pre-Law | 3 | 2 | | | Perf - Voice (av) | 5 | | | | |
| Public Relations | 7 | 3 | 1 | | Piano Pedagogy (pp) | 2 | 3 | | | |
| Communication | | | | | 144 | Music Education (me) | 14 | 1 | | |
| Cinema & Digital Arts | 19 | 1 | 1 | 14.9% | Traditional Worship (wm) | 4 | 1 | | | |
| Creative Writing & Publishin | 6 | | | | Modern Worship (mwm) | 4 | | | | |
| Electronic Media | 13 | 3 | 1 | | Biblical Studies (bs) | 2 | | | | |
| General | 70 | 2 | 10 | | Business (bus) | 2 | 1 | | | |
| Journalism | 6 | | | | Communication | 8 | | | | |
| Print Media | 11 | 2 | 1 | | Political Studies | | | | | |
| Speech Communication | 4 | 1 | 2 | | American Politics | 0 | | | 1.8% | |
| Computer & Info. Sciences | | | | | 39 | Constitutional Law | 5 | | | |
| Computer Science | 17 | | 3 | 4.0% | General | 10 | | 1 | | |
| General | 11 | | 1 | | Political Theory | 1 | 1 | | | |
| Information Systems | 5 | 2 | 2 | | Non-Matriculated | | | | | |
| English | | | | | 41 | Undeclared | | | | |
| General | 25 | 1 | 2 | 4.23% | 0 | | | | 0.00% | |
| Teacher Education | 13 | | 1 | | 21 | | | | 2.17% | |
| Total Undergraduate Majors* | | | | | | | | | 969 | |

*The total majors includes 89 students with 2 or more emphases in the same major and 69 students who have declared majors in two different departments.

Figure B10 (next page) presents a comparison of the distribution of undergraduate majors for new students vs. continuing students, looking only at students' primary majors. The total number and proportion of students in TRAD majors is the result of a combination of factors including new student recruitment, retention, inter-department transfer of continuing students, and size of the graduating class in the major. Majors tend to ebb and flow within a percentage range as a consequence of these factors. The proportion of new students in each major can provide insight into the most recent trends in the demand for various majors.

| Figure B10: Primary Major Distribution for New vs. Continuing Trad Students | | | | | | |
|--|---------------------|----------|--------------------------------------|----------|-----------------------|----------|
| | New Students | | Cont. & Re-Admit Students | | Total Students | |
| | # | % | # | % | # | % |
| Biblical Studies | 40 | 15.2% | 107 | 16.6% | 147 | 16.2% |
| Biological & Physical Sciences | 34 | 12.9% | 62 | 9.6% | 96 | 10.6% |
| Business Administration | 50 | 18.9% | 133 | 20.6% | 183 | 20.1% |
| Communication | 25 | 9.5% | 104 | 16.1% | 129 | 14.2% |
| Computer & Info. Sciences | 11 | 4.2% | 22 | 3.4% | 33 | 3.6% |
| English | 13 | 4.9% | 25 | 3.9% | 38 | 4.2% |
| History | 4 | 1.5% | 7 | 1.1% | 11 | 1.2% |
| HE - Family & Consumer Sciences | 0 | 0.0% | 3 | 0.5% | 3 | 0.3% |
| Kinesiology & Physical Ed. | 18 | 6.8% | 44 | 6.8% | 62 | 6.8% |
| Liberal Studies | 14 | 5.3% | 58 | 9.0% | 72 | 7.9% |
| Marketing Media | 10 | 3.8% | 11 | 1.7% | 21 | 2.3% |
| Mathematics | 5 | 1.9% | 10 | 1.6% | 15 | 1.7% |
| Music | 15 | 5.7% | 48 | 7.4% | 63 | 6.9% |
| Political Studies | 7 | 2.7% | 8 | 1.2% | 15 | 1.7% |
| Undeclared | 18 | 6.8% | 3 | 0.5% | 21 | 2.3% |
| Total Trad. Undergrad. Students | 264 | | 645 | | 909 | |

Figure B11 shows the relative proportion of **new** students in each major for the three most recent years. The percentage of new TRAD students declaring Biblical Studies, Business Administration, Music, Communication, or Liberal Studies as their primary major increased somewhat in comparison to recent years. The proportion of TRAD students entering with a declared major in Biology, English, KPE, or Mathematics decreased modestly or significantly in comparison to previous years.

Figure B12: Distribution TRAD Undergrad Majors from 2011 to 2017 (Incl. Secondary Majors)

| | Fall, 2012 | | Fall, 2013 | | Fall, 2014 | | Fall, 2015 | | Fall, 2016 ** | | Fall, 2017 ** | |
|--|-------------|-------|-------------|-------|--------------|-------|-------------|-------|---------------|-------|---------------|-------|
| | # | % | # | % | # | % | # | % | | | | |
| Biblical Studies | 187 | 18.8% | 163 | 16.6% | 159 | 15.2% | 154 | 15.7% | 156 | 16.5% | 156 | 16.0% |
| Biological & Physical Sciences | 121 | 12.2% | 102 | 10.4% | 99 | 9.4% | 101 | 10.3% | 95 | 10.1% | 102 | 10.5% |
| Business Administration | 168 | 16.9% | 189 | 19.2% | 230 | 21.9% | 213 | 21.7% | 189 | 20.0% | 200 | 20.5% |
| Communication | 121 | 12.2% | 123 | 12.5% | 125 | 11.9% | 121 | 12.3% | 135 | 14.3% | 144 | 14.8% |
| Computer & Info. Sciences | 26 | 2.6% | 30 | 3.1% | 36 | 3.4% | 34 | 3.5% | 36 | 3.8% | 39 | 4.0% |
| English | 38 | 3.8% | 45 | 4.6% | 56 | 5.3% | 54 | 5.5% | 51 | 5.4% | 41 | 4.2% |
| History | 29 | 2.9% | 30 | 3.1% | 25 | 2.4% | 18 | 1.8% | 12 | 1.3% | 13 | 1.3% |
| Kinesiology & Physical Ed. | 76 | 7.7% | 81 | 8.2% | 85 | 8.1% | 82 | 8.3% | 65 | 6.9% | 63 | 6.5% |
| Liberal Studies | 77 | 7.8% | 85 | 8.6% | 96 | 9.2% | 89 | 9.1% | 83 | 8.8% | 74 | 7.6% |
| Marketing Media | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 23 | 7.6% |
| Mathematics | 17 | 1.7% | 19 | 1.9% | 25 | 2.4% | 24 | 2.4% | 21 | 2.2% | 17 | 2.4% |
| Music | 92 | 9.3% | 80 | 8.1% | 74 | 7.1% | 72 | 7.3% | 74 | 7.8% | 66 | 1.7% |
| Political Studies | 19 | 1.9% | 15 | 1.5% | 17 | 1.6% | 12 | 1.2% | 10 | 1.1% | 16 | 6.8% |
| Undeclared | 22 | 2.2% | 20 | 2.0% | 18 | 1.7% | 8 | 0.8% | 18 | 1.9% | 21 | 1.6% |
| Non-Matric. | 0 | 0.0% | 1 | 0.1% | 3 | 0.3% | 1 | 0.1% | 0 | 0.0% | 0 | 2.2% |
| Master's Institute | 1 | | 0 | | 0 | | 0 | | 0 | 0.0% | 0 | 0.0% |
| Total Trad. BA / BM / BS students (incl. double and triple majors)* | 993 | | 983 | | 1,048 | | 983 | | 945 | | 975 | |
| Total Trad. BA / BS / BM students enrolled* | 972 | | 944 | | 979 | | 927 | | 911 | | 909 | |
| Percent of Double Majors | 2.2% | | 4.1% | | 7.0% | | 6.0% | | 3.7% | | 7.3% | |
| *Excluding TMI students | | | | | | | | | | | | |
| ** In contrast to previous years, the fall 2016 and fall 2017 enrollment by major includes all first majors plus students who have declared a second major in a different department. It does NOT include additional emphases declared by students in the same department. | | | | | | | | | | | | |

The distribution of TMU TRAD students by state is shown in Figure B14 while the distribution of International TRAD students can be seen in Figure B15 (next page). It is interesting to note that while the percentage of students coming from different states and regions fluctuates from year to year, the overall percentage of TRAD students from California has decreased from 73% to 59% over the past four academic years.

Figure B13: Distribution (Number) of TRAD Students by Major - 2011-2017

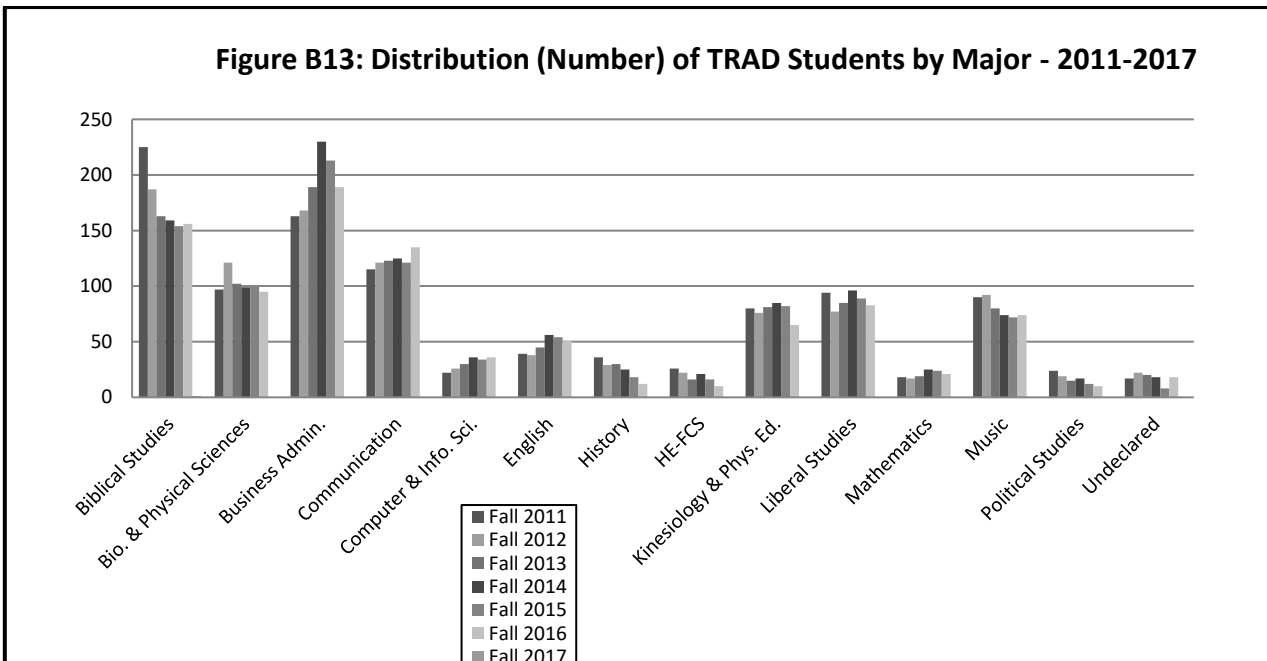


Figure B14: Traditional Undergraduate Enrollment by Home State

| Home State | All TMU Undergrad's | Pct of Overall | New TMU Undergrad's | Pct of All New Students | Home State | All TMU Undergrad's | Pct of Overall | New TMU Undergrad's | Pct of All New Students |
|-------------------------------|---------------------|----------------|---------------------|-------------------------|----------------------------|---------------------|----------------|---------------------|-------------------------|
| California | 583 | 64.0% | 147 | 58.8% | Northwest Region | | | | |
| Western Region | | | | | Alaska | 7 | 0.8% | | 0.0% |
| Colorado | 21 | 2.3% | 9 | 3.6% | Idaho | 13 | 1.4% | 1 | 0.4% |
| Hawaii | 3 | 0.3% | 1 | 0.4% | Montana | 3 | 0.3% | 1 | 0.4% |
| Kansas | 7 | 0.8% | 2 | 0.8% | Oregon | 9 | 1.0% | 2 | 0.8% |
| Nebraska | 5 | 0.5% | 3 | 1.2% | Washington | 51 | 5.6% | 13 | 5.2% |
| North Dakota | | 0.0% | | 0.0% | NW Region | | | | |
| South Dakota | 3 | 0.3% | 3 | 1.2% | | 83 | 9.1% | 17 | 6.8% |
| Utah | 3 | 0.3% | 1 | 0.4% | Midwest Region | | | | |
| Wyoming | 1 | 0.1% | 1 | 0.4% | Illinois | 12 | 1.3% | 4 | 1.6% |
| West Region | | | | | Indiana | 4 | 0.4% | 2 | 0.8% |
| | 43 | 4.7% | 20 | 8.0% | Iowa | 6 | 0.7% | | 0.0% |
| Southwest Region | | | | | Michigan | 5 | 0.5% | 2 | 0.8% |
| Arizona | 22 | 2.4% | 5 | 2.0% | Minnesota | 7 | 0.8% | 2 | 0.8% |
| Arkansas | | 0.0% | | 0.0% | Missouri | 3 | 0.3% | 2 | 0.8% |
| Nevada | 5 | 0.5% | 2 | 0.8% | Ohio | 7 | 0.8% | 4 | 1.6% |
| New Mexico | 2 | 0.2% | 1 | 0.4% | Wisconsin | 4 | 0.4% | 1 | 0.4% |
| Oklahoma | 1 | 0.1% | 1 | 0.4% | MW Region | | | | |
| Texas | 15 | 1.6% | 5 | 2.0% | | 48 | 5.3% | 17 | 6.8% |
| SW Region | | | | | Mid-Atlantic Region | | | | |
| | 45 | 4.9% | 14 | 5.6% | Delaware | | 0.0% | | 0.0% |
| South Region | | | | | Maryland | 1 | 0.1% | | 0.0% |
| Alabama | 3 | 0.3% | 3 | 1.2% | New York | 4 | 0.4% | 1 | 0.4% |
| Wash. D.C. | | 0.0% | | 0.0% | New Jersey | 4 | 0.4% | | 0.0% |
| Florida | 6 | 0.7% | 3 | 1.2% | Pennsylvania | 4 | 0.4% | 2 | 0.8% |
| Georgia | 4 | 0.4% | | 0.0% | Mid-Atl Region | | | | |
| Kentucky | 2 | 0.2% | 1 | 0.4% | | 13 | 1.4% | 3 | 1.2% |
| Louisiana | 1 | 0.1% | 1 | 0.4% | Northeast Region | | | | |
| Mississippi | | 0.0% | | 0.0% | Connecticut | 3 | 0.3% | 1 | 0.4% |
| North Carolina | 12 | 1.3% | 3 | 1.2% | Maine | | 0.0% | | 0.0% |
| South Carolina | 3 | 0.3% | 1 | 0.4% | Massachusetts | 4 | 0.4% | 3 | 1.2% |
| Tennessee | | 0.0% | | 0.0% | New Hampshire | 1 | 0.1% | 1 | 0.4% |
| Virginia | 6 | 0.7% | 2 | 0.8% | Rhode Island | 2 | 0.2% | | 0.0% |
| West Virginia | | 0.0% | | 0.0% | Vermont | | 0.0% | | 0.0% |
| South Region | | | | | NE Region | | | | |
| | 37 | 4.1% | 14 | 5.6% | | 10 | 1.1% | 5 | 2.0% |
| Total US: | | | | | | 862 | | 237 | |
| Overall (incl. int'l): | | | | | | 911 | | 250 | |

| Home Country | Non-Resident Alien Students | US Citizens fr. outside US | FTF Non-Resident Aliens | Home Country | Non-Resident Alien Students | US Citizens fr. outside US | FTF Non-Resident Aliens |
|--------------|-----------------------------|----------------------------|-------------------------|----------------|-----------------------------|----------------------------|-------------------------|
| Australia | 2 | | 1 | Italy | 1 | | |
| Brazil | 2 | | | Jordan | | 1 | |
| Canada | 7 | 2 | | Japan | | 3 | |
| Columbia | 2 | 1 | | Malawi | 1 | | |
| Czech Rep | | 1 | | Mexico | 2 | | 2 |
| Dom Rep | | 2 | | New Zealand | 1 | | |
| Ecuador | | 1 | | Philippines | 4 | | |
| Egypt | 1 | | | Romania | 1 | | |
| France | 1 | | 1 | Singapore | 3 | | |
| Germany | | 2 | | Switzerland | | 2 | |
| India | 1 | | | Thailand | 1 | | 1 |
| Ireland | | 1 | | United Kingdom | 0 | | |
| Israel | | 1 | | Zambia | | 2 | |
| | | | | Totals | 30 | 19 | 5 |

C. TMU On-Campus Graduate Programs

TMU offers three post-baccalaureate programs in an on-campus or mixed modality format. The University’s Teacher Education department offers a fifth-year Teacher Credential (CRED) program leading to a California multiple- or single-subject teaching credential. TMU also offers MA programs in Biblical Counseling (MABC) and Biblical Studies (MABS). Both programs operate year-round, in a “three-semester” format with some coursework being taught on-campus while other courses are taken in an online format. This past year, TMU began to offer a Master of Business Administration (MBA) program which is taught totally online and will be examined in Section F of this report.

Figure C1 presents a summary of Fall 2017 semester student enrollment in the on-campus graduate programs broken down by degree and student status. While most students in the MABC and MABS programs are continuing from 2015-16 academic year, all the students enrolled in the credential program began in Fall 2017. This is since this program is structured to be completed by the student in one academic year.

Figure C2 shows the distribution of on-campus graduate program students by gender. While the credential and MABC programs have a strong proportion of female students, the MABS program is heavily weighted toward male student enrollment.

| | CRED | MABC | MABS | Total |
|-------------------------|-----------|------------|-----------|------------|
| First-semester student: | 15 | 16 | 5 | 36 |
| Readmit: | 0 | 3 | 0 | 3 |
| Continuing: | 0 | 93 | 10 | 103 |
| Total: | 15 | 112 | 15 | 142 |

| | CRED | MABC | MABS | Total |
|---------------|-----------|------------|-----------|------------|
| Female | 15 | 65 | 1 | 81 |
| Male | 0 | 47 | 14 | 61 |
| Total: | 15 | 112 | 15 | 142 |

Figure C3 (next page) summarizes the on-site graduate program enrollments by ethnicity, while Figure C4 (next page) shows the student enrollment distribution by age. It is not unexpected that the age distribution of the teaching credential program students is somewhat younger than the other two programs. Individuals would typically enroll

in this program immediately following graduation from their baccalaureate degree program. In contrast, most MABC and MABS students appear to have completed their undergraduate programs some years earlier and are now returning to begin their next degree program.

| Figure C3: TMU On-Site Graduate Program Enrollment by Ethnic Group | | | | | | | | |
|---|-------------------|--------------|-------------|--------------|-------------|--------------|--------------|--------------|
| | Credential | | MABC | | MABS | | Total | |
| | # | % ttl | # | % ttl | # | % ttl | # | % ttl |
| White | 8 | 53% | 61 | 54% | 7 | 47% | 76 | 54% |
| Black or African American | | | 3 | 3% | | | 3 | 2.1% |
| Amer. Indian / Alaska Nat. | | | 1 | 1% | | | 1 | 0.7% |
| Asian | 1 | 6.7% | 12 | 11% | 1 | 7% | 14 | 10% |
| Hispanic / Latino - Any Race | 2 | 13% | 9 | 8% | | | 11 | 8% |
| Non-Resident Alien | 2 | 13% | 7 | 6% | | | 9 | 6.3% |
| Natv. Hawaiian / Pac. IsIndr. | | | | | | | 0 | 0.0% |
| Two or More Races | | | 1 | 0.9% | | | 1 | 0.7% |
| Race / Ethnicity Unknown | 2 | 13% | 18 | 16.1% | 7 | 47% | 27 | 19.0% |
| Totals: | 15 | | 112 | | 15 | | 142 | 100% |

| Figure C4: TMU On-Site Graduate Program Enrollment by Age | | | | | | | | |
|--|-------------------|--------------|-------------|--------------|-------------|--------------|--------------|--------------|
| Age Range | Credential | | MABC | | MABS | | Total | |
| | # | % ttl | # | % ttl | # | % ttl | # | % ttl |
| 21 | 4 | 27% | 1 | 1% | | | 5 | 4% |
| 22 | 8 | 53% | 1 | 1% | 1 | 7% | 10 | 7% |
| 23 | 2 | 13% | 4 | 4% | | | 6 | 4% |
| 24 | 1 | 7% | 7 | 6% | 1 | 7% | 9 | 6% |
| 25 -- 29 | | | 29 | 26% | 1 | 7% | 30 | 21% |
| 30 -- 34 | | | 14 | 13% | 4 | 27% | 18 | 13% |
| 35 -- 39 | | | 10 | 9% | 1 | 7% | 11 | 8% |
| 40 -- 44 | | | 7 | 6% | 2 | 13% | 9 | 6% |
| 45 -- 49 | | | 10 | 9% | 2 | 13% | 12 | 8% |
| 50 -- 55 | | | 9 | 8% | 1 | 7% | 10 | 7% |
| > 55 | | | 20 | 18% | 2 | 13% | 22 | 15% |
| Totals: | 15 | 100% | 112 | 100% | 15 | 100% | 142 | 100% |

The distribution of semester unit loads taken by student enrolled in TMU's on-site graduate programs is shown in Figure C5.

| Figure C5: TMU Grad. Prog. Enrollment by Unit Load | | | | | | | | |
|--|------------|-------|------------|-------|-----------|-------|------------|-------|
| Number of Enrolled Units | Credential | | MABC | | MABS | | Total | |
| | # | % ttl | # | % ttl | # | % ttl | # | % ttl |
| 0.5 -- 3 units | | | 56 | 50% | 5 | 33% | 61 | 43% |
| 3.5 -- 6 units | | | 51 | 46% | 9 | 60% | 60 | 42% |
| 6.5 -- 8.5 units | | | 5 | 4% | 1 | | 6 | 4% |
| 9 -- 11.5 units | | | | | | | | |
| 12 -- 15 units | | | | | | | | |
| 15.5 units & above | 15 | 100% | | | | | 15 | 11% |
| Totals: | 15 | | 112 | | 15 | | 142 | |
| Part-Time Students (8,12) | 0 | 0% | 107 | 96% | 15 | 100% | 127 | 89% |
| Full-Time Students | 15 | 100% | 5 | 4% | 0 | 0% | 15 | 11% |

As can be seen in Figure C5, teaching credential students enroll in a full-time set of coursework during the fall semester. This is in preparation for student teaching typically during the spring semester. MABC and MABS students typically take fewer unit loads over a greater number of semesters to complete their degree programs. The result of these differing enrollment strategies is seen in Figure C6 which presents the FTE student calculation for each of these three programs.

| Figure C6: TMU On-Site Graduate Programs Full-Time Equivalent (FTE) Students | | | | |
|--|------|-------|-------|-------|
| | CRED | MABC | MABS | Total |
| Total number of units taken in the Fall 2017 Semester | 320 | 376 | 21 | 717 |
| "Instructional Activity" FTE (i.e. Total Units/12 Units) | 26.7 | 31.3 | 1.8 | 59.8 |
| Graduate Program Headcounts | 20 | 107 | 8 | 135 |
| Instructional Activity FTE / Headcount | 133% | 29.3% | 21.9% | 44.3% |
| Average unit load per enrolled graduate student | 16.0 | 3.5 | 2.6 | 5.3 |

D. TMU Degree Completion Program

TMU began offering degree completion programs (DCP) to working adult students in fall 1993. In this program, students complete courses offered in four-hour class sessions on a one night per week basis over three semesters per year. Bachelor's degree programs in four majors are available. In recent years the enrollments in these programs have declined. This may in part be due to the availability of completely online versions of these major programs at TMU and elsewhere. In spring 2016 the decision was made to sunset these programs. As a result, necessary coursework will be provided to enable the 47 currently enrolled students to complete their programs, while no new students are being admitted after summer 2016. The figures in this section of the enrollment report provide a snapshot of DCP student enrollment during the July to October 2016 timeframe which equates to DCP's Summer 2016 semester. The distribution of DCP students by major and start date is shown in Figure D1.

| Program Start Date (i.e. DCP term) | Organiz'l Mgt | Christian Ministries | Liberal Studies | Biblical Counseling | Total |
|---------------------------------------|------------------|-------------------------|--------------------|------------------------|-----------|
| Summer 2016 | | | | 1 | 1 |
| Spring 2016 | | 2 | | 2 | 4 |
| Fall 2015 | 2 | 2 | | 2 | 6 |
| Summer 2015 | | 1 | | 1 | 2 |
| Spring 2015 | 1 | 2 | | 1 | 4 |
| Fall 2014 | 3 | 1 | | 1 | 5 |
| Summer 2014 | | | | | |
| Spring 2014 | | | | 2 | 2 |
| 2013 and earlier | 7 | 10 | 1 | 5 | 23 |
| Total | 13 | 18 | 1 | 15 | 47 |

The DCP student distribution by gender is shown in Figure D2, while the distribution by ethnicity can be seen in Figure D3, and the student age distribution is summarized in Figure D4. These three figures paint a good picture of a typical DCP student. This program has attracted more men than women. There is a higher ethnic diversity among DCP students than is characteristic of TMU's traditional residential programs. And as would be expected of a program focused toward a working adult population, the students are almost exclusively from an older age bracket than that typical of TMU's residential undergraduate programs.

| | Organiz'l Mgt | Christian Ministries | Liberal Studies | Biblical Counseling | Total |
|--------------|------------------|-------------------------|--------------------|------------------------|-----------|
| Female | 3 | 3 | 1 | 6 | 13 |
| Male | 10 | 15 | | 9 | 34 |
| Total | 13 | 18 | 1 | 15 | 47 |

| Ethnic Group | No. | % total | Ethnic Group | No. | % total |
|------------------------------|-----|---------|-------------------------------|-----------|---------|
| White | 17 | 36.2% | Non-Resident Alien | | |
| Black or African American | 8 | 17.0% | Natv. Hawaiian / Pac. Islndr. | | |
| Amer. Indian / Alaska Nat. | | | Two or More Races | | |
| Asian | 9 | 19.1% | Race / Ethnicity Unknown | 1 | 2.1% |
| Hispanic / Latino - Any Race | 12 | 25.5% | Totals: | 47 | |

| Age Range | # Students | % total | Age Range | # Students | % total | Age Range | # Students | % total |
|-----------|------------|---------|-----------|------------|---------|--------------|------------|---------|
| 20 - 24 | 2 | 4.3% | 33 - 34 | 2 | 4.3% | 50 - 54 | 1 | 2.1% |
| 25 - 26 | 5 | 10.6% | 35 - 36 | 5 | 10.6% | 55 - 59 | 3 | 6.4% |
| 27 - 28 | 6 | 12.8% | 37 - 39 | 3 | 6.4% | 60 - 64 | 1 | 2.1% |
| 29 - 30 | 2 | 4.3% | 40 - 44 | 10 | 21.3% | Total | 47 | |
| 31 - 32 | 5 | 10.6% | 45 - 49 | 2 | 4.3% | | | |

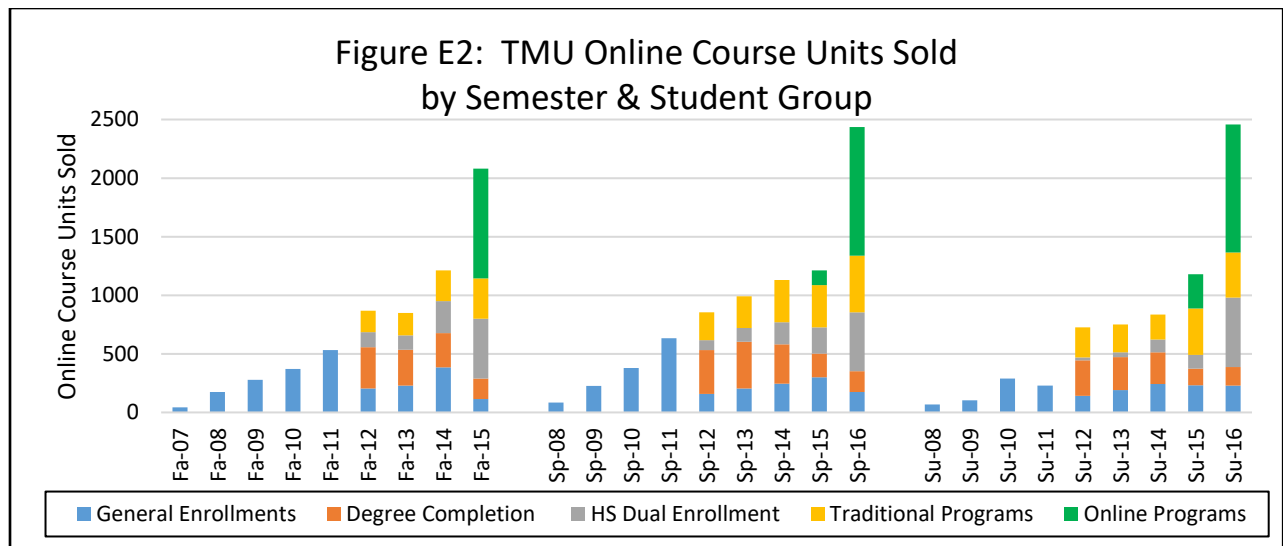
E. TMU Online Programs

When launched in Fall 2007, TMU Online (“DEEP” as it was then called) offered just two online courses. As of September 2017, TMU Online offers 50+ courses, four bachelor’s degree programs (Organizational Management, Christian Ministries, Biblical Studies, and Biblical Counseling), as well as a Master of Business Administration (MBA) program. Plans are to add the MAE in Spring 2018.

TMU Online courses are scheduled in 6 eight-week blocks through each calendar year, which are grouped into three terms (Fall, Spring, and Summer). The start/end dates for each semester block were adjusted in July 2011 to provide an opportunity for TMU TRAD program students and DCP students to make use of online courses as part of their regular semester schedules (note these populations below). It is planned that in summer 2017 the term structure will be further adjusted to completely mirror that of TMU’s traditional on-campus programs.

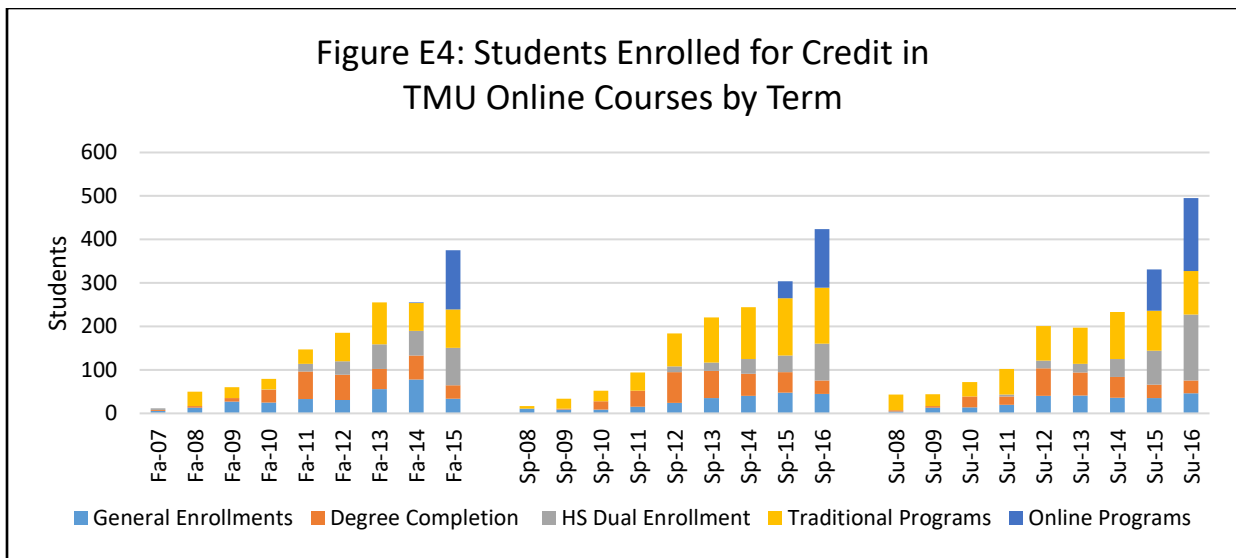
Figure E1 (next page) summarizes online course units sold to each student group over each semester since beginning in Fall 2007, while Figure E2 (next page) presents the same information in graph format.

| Figure E1: TMU Online Course Units Sold from Fall 2007 to Summer 2016 | | | | | | |
|--|----------------------------|--------------------------|---------------------------|-----------------------------|------------------------|--------------|
| Semester | Student Group | | | | | Total |
| | General Enrollments | Degree Completion | HS Dual Enrollment | Traditional Programs | Online Programs | |
| Fa-07 | 42 | | | | | 42 |
| Fa-08 | 174 | | | | | 174 |
| Fa-09 | 279 | | | | | 279 |
| Fa-10 | 372 | | | | | 372 |
| Fa-11 | 531 | | | | | 531 |
| Fa-12 | 204 | 354 | 126 | 183 | | 867 |
| Fa-13 | 228 | 306 | 123 | 192 | | 849 |
| Fa-14 | 384 | 294 | 273 | 261 | | 1212 |
| Fa-15 | 114 | 174 | 513 | 342 | 939 | 2082 |
| | | | | | | |
| Sp-08 | 84 | | | | | 84 |
| Sp-09 | 225 | | | | | 225 |
| Sp-10 | 378 | | | | | 378 |
| Sp-11 | 633 | | | | | 633 |
| Sp-12 | 159 | 372 | 87 | 237 | | 855 |
| Sp-13 | 204 | 399 | 117 | 270 | | 990 |
| Sp-14 | 246 | 336 | 189 | 360 | | 1131 |
| Sp-15 | 300 | 201 | 225 | 360 | 126 | 1212 |
| Sp-16 | 174 | 177 | 504 | 483 | 1098 | 2436 |
| | | | | | | |
| Su-08 | 69 | | | | | 69 |
| Su-09 | 102 | | | | | 102 |
| Su-10 | 288 | | | | | 288 |
| Su-11 | 228 | | | | | 228 |
| Su-12 | 141 | 303 | 24 | 258 | | 726 |
| Su-13 | 192 | 279 | 42 | 237 | | 750 |
| Su-14 | 243 | 270 | 108 | 213 | | 834 |
| Su-15 | 231 | 144 | 117 | 396 | 291 | 1179 |
| Su-16 | 228 | 159 | 592 | 386 | 1093 | 2458 |



Figures E3 and E4 summarize the number of each type of student enrolled in online courses by semester.

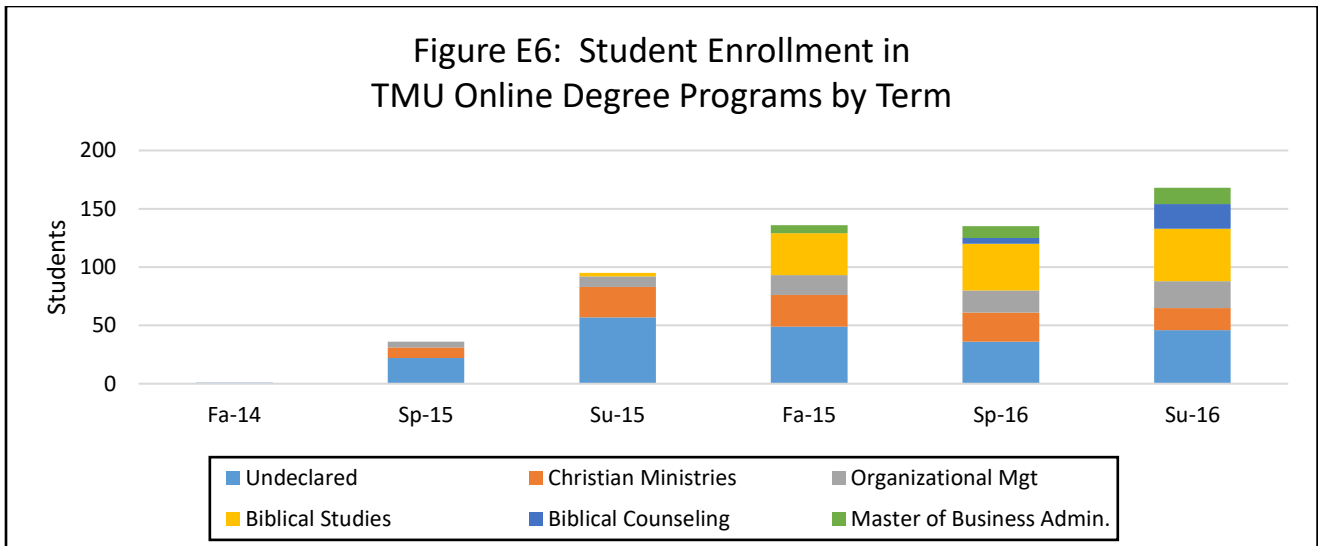
| Semester | Student Group | | | | | Total |
|----------|---------------------|-------------------|--------------------|----------------------|-----------------|-------|
| | General Enrollments | Degree Completion | HS Dual Enrollment | Traditional Programs | Online Programs | |
| Fa-07 | 6 | 2 | 4 | | 0 | 12 |
| Fa-08 | 13 | 4 | 0 | 33 | 0 | 50 |
| Fa-09 | 27 | 8 | 0 | 25 | 0 | 60 |
| Fa-10 | 25 | 29 | 1 | 24 | 0 | 79 |
| Fa-11 | 33 | 63 | 18 | 33 | 0 | 147 |
| Fa-12 | 31 | 58 | 31 | 65 | 0 | 185 |
| Fa-13 | 56 | 46 | 57 | 96 | 0 | 255 |
| Fa-14 | 78 | 55 | 57 | 64 | 1 | 255 |
| Fa-15 | 34 | 31 | 86 | 88 | 136 | 375 |
| Sp-08 | 11 | 0 | 0 | 6 | 0 | 17 |
| Sp-09 | 9 | 2 | 0 | 23 | 0 | 34 |
| Sp-10 | 9 | 19 | 0 | 24 | 0 | 52 |
| Sp-11 | 15 | 37 | 0 | 42 | 0 | 94 |
| Sp-12 | 24 | 71 | 13 | 76 | 0 | 184 |
| Sp-13 | 35 | 63 | 19 | 104 | 0 | 221 |
| Sp-14 | 40 | 51 | 34 | 119 | 0 | 244 |
| Sp-15 | 48 | 47 | 38 | 132 | 39 | 304 |
| Sp-16 | 45 | 31 | 84 | 129 | 135 | 424 |
| Su-08 | 4 | 3 | 0 | 36 | 0 | 43 |
| Su-09 | 13 | 4 | 0 | 27 | 0 | 44 |
| Su-10 | 14 | 25 | 0 | 33 | 0 | 72 |
| Su-11 | 20 | 19 | 4 | 59 | 0 | 102 |
| Su-12 | 40 | 64 | 17 | 80 | 0 | 201 |
| Su-13 | 41 | 53 | 20 | 83 | 0 | 197 |
| Su-14 | 36 | 48 | 41 | 108 | 0 | 233 |
| Su-15 | 35 | 31 | 78 | 92 | 95 | 331 |
| Su-16 | 46 | 30 | 151 | 100 | 168 | 495 |



TMU received Substantive Change Program approval from its accrediting association (WSCUC) in fall 2014 to begin offering complete online BA degree programs (Organizational Management and Christian Ministries). These programs were launched in Spring 2015. Bachelor’s degree programs in Biblical Studies and Biblical Counseling were subsequently approved and launched along with the MA in Biblical Studies and MBA programs. Figures E5 and E6 summarize the student enrollment in each of these online degree programs each semester.

Figure E5: TMU Online Major/Degree Program Student Enrollment by Term

| Semester | Undeclared | Christian Ministries | Organizational Mgt | Biblical Studies | Biblical Counseling | Master of Business Admin. | Total |
|----------|------------|----------------------|--------------------|------------------|---------------------|---------------------------|------------|
| Fa-14 | 1 | | | | | | 1 |
| Sp-15 | 22 | 9 | 5 | | | | 36 |
| Su-15 | 57 | 26 | 9 | 3 | | | 95 |
| Fa-15 | 49 | 27 | 17 | 36 | | 7 | 136 |
| Sp-16 | 36 | 25 | 19 | 40 | 5 | 10 | 135 |
| Su-16 | 46 | 19 | 23 | 45 | 21 | 14 | 168 |



Figures E7, E8, and E9 present a snapshot of the 195 TMU Online degree program students as of the Census in October 2017. Figure E7 summarizes student enrollment by gender and major, while E8 presents the online major student ethnic distribution, and E9 shows the student age distribution.

Figure E7: TMU Online Degree Program Student Enrollment by Gender

| | Un-declared | Christian Ministries | Organizational Mgt | Biblical Studies | Biblical Counseling | MBA | Total |
|--------------|-------------|----------------------|--------------------|------------------|---------------------|-----------|------------|
| Female | 12 | 5 | 12 | 10 | 21 | 6 | 66 |
| Male | 15 | 11 | 11 | 58 | 16 | 15 | 126 |
| Total | 27 | 16 | 23 | 68 | 37 | 21 | 192 |

As can be seen in Figure E7, TMU’s online degree programs seem to attract a much higher percentage of men than women. The ethnic distribution of online students is roughly similar to that of TMU’s traditional programs. However, TMU Online enrolls a higher percentage of non-white students than the TRAD program (38% vs 33%) TMU Online has been purposefully marketed to individuals who are at least 23 years of age to minimize competition with TMU’s residential undergraduate programs. As a result, 64% of TMU’s online degree program students are older than the University’s typical traditional program student.

| Figure E8: TMU Online Degree Program Student Enrollment by Ethnicity | | | | | | | | |
|---|-------------|----------------------|--------------------|------------------|---------------------|-----------|------------|---------------|
| | Un-declared | Christian Ministries | Organizational Mgt | Biblical Studies | Biblical Counseling | MBA | Total | % |
| White | 17 | 11 | 16 | 46 | 17 | 12 | 119 | 62.0% |
| Black or African American | | 1 | 2 | 1 | 1 | | 5 | 2.6% |
| Amer. Indian / Alaska Nat. | | | | | | | | |
| Asian | 1 | 1 | | 2 | 1 | | 5 | 2.6% |
| Hispanic / Latino - Any Race | 1 | 2 | 2 | 4 | 6 | 1 | 16 | 8.3% |
| Non-Resident Alien | | | | 1 | 1 | 1 | 3 | 1.6% |
| Natv. Hawaiian / Pac. Islndr. | | | | | | | | |
| Two or More Races | 1 | 1 | 1 | 2 | 5 | 3 | 13 | 6.8% |
| Race / Ethnicity Unknown | 7 | | 2 | 12 | 6 | 4 | 31 | 16.1% |
| Total | 27 | 16 | 23 | 68 | 37 | 21 | 192 | 100.0% |

| Figure E8: TMU Online Degree Program Student Enrollment by Ethnicity | | | | | | | |
|---|-------------|----------------------|--------------------|------------------|---------------------|-----------|------------|
| | Un-declared | Christian Ministries | Organizational Mgt | Biblical Studies | Biblical Counseling | MBA | Total |
| White | 17 | 11 | 16 | 46 | 17 | 12 | 119 |
| Black or African American | | 1 | 2 | 1 | 1 | | 5 |
| Amer. Indian / Alaska Nat. | | | | | | | |
| Asian | 1 | 1 | | 2 | 1 | | 5 |
| Hispanic / Latino - Any Race | 1 | 2 | 2 | 4 | 6 | 1 | 16 |
| Non-Resident Alien | | | | 1 | 1 | 1 | 3 |
| Natv. Hawaiian / Pac. Islndr. | | | | | | | |
| Two or More Races | 1 | 1 | 1 | 2 | 5 | 3 | 13 |
| Race / Ethnicity Unknown | 7 | | 2 | 12 | 6 | 4 | 31 |
| Total | 27 | 16 | 23 | 68 | 37 | 21 | 192 |

| Figure E9: TMU Online Degree Program Student Enrollment by Age | | | | | | | | |
|---|------------|---------|-----------|------------|---------|-----------|------------|---------|
| Age Range | # Students | % total | Age Range | # Students | % total | Age Range | # Students | % total |
| <18 | 3 | 1.5% | 25--29 | 31 | 15.9% | 45--49 | 17 | 8.7% |
| 18--20 | 38 | 19.5% | 30--34 | 25 | 12.8% | 50--54 | 7 | 3.6% |
| 21--22 | 29 | 14.9% | 35--39 | 14 | 7.2% | 55--59 | 4 | 2.1% |
| 23--24 | 12 | 6.2% | 40--44 | 12 | 6.2% | 60--65 | 3 | 1.5% |

F. TMU Advanced Start Academic Programs

Several years ago TMU began the Advanced Start Academic Program (ASAP) which allows 11th and 12th grade students to enroll in a limited number of on-campus courses to earn dual high school and college credit. More recently, ASAP has expanded to offer selected college-level general education courses on campus in classes that are composed entirely of high school students. In addition, TMU's Online department has developed partnerships with Santa Clarita Christian School and Desert Christian School to offer online courses to groups of the 11th and 12th grade students.

During Fall 2017 semester, there were 68 high school students enrolled in ASAP coursework. Figure F1 (next

page) summarizes in this program by gender, location/format, ethnicity, and age. As can be seen in this figure, the ASAP enrollment was heavily weighted toward females. The largest group of ASAP students came from Desert Christian High School. It is somewhat difficult to determine the mix of ethnic minorities in this program since there was such a large proportion of the students who did not declare their ethnicity as part of the application process. As would be expected, the age distribution of the ASAP student was reflective of what would be typical of 11th and 12th grade high school students.

| Figure F1: Advanced Start Academic Programs (ASAP) Enrollment Summary | | | | | | |
|--|------|--|-----------------------------|-----------|------|--------------|
| A. ASAP Enrollment by Gender | | | | | | |
| | Num. | Pct. | | Num. | Pct. | Total |
| Female | 43 | 63% | Male | 25 | 37% | 68 |
| B. ASAP Enrollment by Location/Format | | | | | | |
| On-campus in TMU classes | 2 | Desert Christian HS in TMU Online Courses | 43 | | | |
| On-TMU campus in separate classes | 14 | Santa Clarita Christian HS in TMU Online Courses | 9 | | | |
| C. ASAP Enrollment by Ethnicity | | | | | | |
| | Num. | Pct. | | Num. | Pct. | |
| White | 37 | 54% | Two or More Races | 3 | 4% | |
| Asian | 7 | 10% | Race / Ethnicity Unknown | 20 | 29% | |
| Pac. Islndr. | 1 | 1% | Total ASAP Students: | 68 | | |
| D. ASAP Enrollment by Age | | | | | | |
| | Num. | Pct. | | Num. | Pct. | |
| 15 | 1 | 1% | 18 | 3 | 4% | |
| 16 | 31 | 46% | 19 | 1 | 1% | |
| 17 | 32 | 47% | Total ASAP Students: | 68 | | |

G. The Master’s Seminary Programs

The Master’s Seminary (TMS) offers six programs including a Diploma in Theology (Dip.Th.) and the Bachelor of Theology (B.Th.) at the undergraduate level; a Master of Divinity (M.Div.) and Master of Theology (Th.M.) at the master’s degree level; and the Doctor of Philosophy (Ph.D.) and Doctor of Ministry (D.Min.) at the doctoral degree level. As noted in Section A, TMS has continued to experience growth in the 2017-18 academic year. Much of this growth can be attributed to the addition of opportunity to take M.Div. courses in an online format, and growth of the D.Min. program. The introduction of the MMB program contributes to growth. Figure G1 presents enrollment headcounts by program, and student type, while Figure G2 shows the student distribution by site/population.

| Student Type | Undergraduate | | Masters Degree | | | Doctoral Degree | |
|-------------------------|---------------|-----------|----------------|-----------|-----------|-----------------|-----------|
| | Dip.Th. | B.Th. | M.Div. | Th.M. | MMB | Ph.D. | D.Min. |
| First-Semester Student: | 11 | 11 | 64 | 2 | 37 | | 15 |
| Readmit:* | | | 1 | 2 | | | |
| Continuing: | 11 | 34 | 225 | 15 | | 2 | 55 |
| Total: | 22 | 45 | 290 | 19 | 37 | 2 | 70 |

*Includes students moving from one TMS program to another, e.g. M.Div. to Th.M.

Figure G3 presents TMS enrollment by ethnicity. The number of Hispanic students has continued to increase with the availability of coursework in the Spanish language and the introduction of the MMB program.

| Ethnicity | Undergraduate | | Masters Degree | | | Doctoral Degree | |
|---------------------------------|---------------|-----------|----------------|------------|-----------|-----------------|-----------|
| | Dip.Th. | B.Th. | MMB | M.Div. | Th.M. | Ph.D. | D.Min. |
| Number of Students | | | | | | | |
| White | 11 | 25 | | 152 | 8 | 1 | 44 |
| Black or African American | 1 | 5 | | 16 | 2 | | 2 |
| Amer. Indian / Alaska Nat. | | | | | | | |
| Asian | 1 | 2 | | 43 | | | 4 |
| Hispanic / Latino - Any Race | 5 | 4 | 37 | 25 | 1 | | 2 |
| Non-Resident Alien | 3 | 7 | | 36 | 4 | 1 | 17 |
| Natv. Hawaiian / Pac. Islndr. | | | | 3 | | | |
| Two or More Races | 1 | | | 8 | 1 | | |
| Race / Ethnicity Unknown | | 2 | | 6 | 1 | | 1 |
| Total Number of Students | 22 | 45 | 37 | 289 | 17 | 2 | 70 |
| Percent of Students | | | | | | | |
| White | 50% | 56% | | 53% | 47% | 50% | 63% |
| Black or African American | 5% | 11.1% | | 5.5% | 12% | 0% | 2.9% |
| Amer. Indian / Alaska Nat. | 0% | 0% | | 0.0% | 0.0% | 0% | 0% |
| Asian | 5% | 4% | | 15% | 0.0% | 0% | 5.7% |
| Hispanic / Latino - Any Race | 22.7% | 9% | 100% | 9% | 5.9% | 0% | 2.9% |
| Non-Resident Alien | 14% | 16% | | 12% | 24% | 50% | 24.3% |
| Natv. Hawaiian / Pac. Islndr. | 0% | 0% | | 1.0% | 0% | 0% | 0% |
| Two or More Races | 5% | 0% | | 2.8% | 5.9% | 0% | 0% |
| Race / Ethnicity Unknown | 0% | 4% | | 2.1% | 6% | 0% | 1.4% |

| | Undergraduate | | Masters Degree | | | Doctoral Degree | | Total |
|---------------------|---------------|-------------|----------------|-------------|-------------|-----------------|-------------|-------------|
| | Dip.Th. | B.Th. | MMB | M.Div. | Th.M. | Ph.D. | D.Min. | |
| 18 - 24 | 1 | 5 | 0 | 50 | | | | 56 |
| 25 - 26 | 1 | 4 | 2 | 32 | 2 | | | 41 |
| 27 - 28 | 1 | 5 | 1 | 27 | 3 | 1 | 0 | 38 |
| 29 - 30 | 0 | 4 | 4 | 39 | 2 | | 0 | 49 |
| 31 - 32 | 2 | 6 | 8 | 26 | 3 | | 6 | 51 |
| 33 - 34 | 4 | 3 | 1 | 14 | 0 | | 6 | 28 |
| 35 - 39 | 7 | 3 | 7 | 51 | 4 | | 12 | 84 |
| 40 - 44 | 4 | 5 | 6 | 17 | 1 | | 11 | 44 |
| 45 - 49 | 1 | 4 | 3 | 13 | 2 | 1 | 16 | 40 |
| 50 - 54 | 0 | 3 | 2 | 8 | 1 | | 10 | 24 |
| 55 - 59 | 0 | 2 | 1 | 6 | | | 5 | 14 |
| 60 - 64 | 1 | 1 | 2 | 5 | | | 1 | 10 |
| 65 and above | 1 | 0 | 0 | 1 | | | 3 | 5 |
| Average Age: | 36.7 | 35.5 | 38.1 | 32.8 | 34.6 | 36.5 | 44.6 | 44.6 |
| Total: | 23 | 45 | 37 | 289 | 18 | 2 | 70 | 484 |

Figure G5 summarizes the distribution of enrolled students in each program based on their fall semester unit load. As is the case at most institutions offering graduate degrees, the minimum units to be considered full-time is different from one program and degree level to the next. At TMS a student must take at least 11.5 semester units of course work to be considered full-time in either the Dip.Th. or the M.Div. program (12 units in the B.Th. program). TMS Th.M. and Ph.D./Th.D. students must take at least 4 units per semester to be considered full-time. TMS D.Min. students must complete 8 units during the fall semester to be classified as full-time.

| Number of Units | Undergraduate | | Masters Degree | | Doctoral Degree | | Total |
|--|---------------|-----------|----------------|-----------|-----------------|-----------|------------|
| | Dip.Th. | B.Th. | M.Div. | Th.M. | Ph.D. | D.Min. | |
| 0 units (Continuing Reg.) | | 1 | 2 | | | | 3 |
| 0.5 - 3.5 | 2 | 6 | 41 | 9 | 0 | | 58 |
| 4.0 - 7.5 | 6 | 12 | 61 | 8 | 2 | 29 | 118 |
| 8.0 - 11.0 | 5 | 10 | 76 | 1 | 0 | 41 | 133 |
| 11.5 | 0 | 0 | 9 | | | | 9 |
| 12.0 - 15.0 | 1 | 16 | 97 | 0 | | | 114 |
| 15.5 & above | | 0 | 5 | | | | 5 |
| Totals: | 14 | 45 | 291 | 18 | 2 | 70 | 440 |
| Part-time vs. Full-time TMS Graduate Program Student Enrollment | | | | | | | |
| Part-Time Students | 13 | 29 | 180 | 9 | 0 | 29 | 260 |
| Full-Time Students | 1 | 16 | 111 | 9 | 2 | 41 | 180 |

Figure G6 presents the calculation of full-time equivalent students (instructional activity in each program based on standardized thresholds of 15 units/semester at the undergraduate level and 12 units/semester at the graduate level). A lower figure for FTE vs. actual indicates a higher proportion of students taking fewer units than those thresholds for a given program.